

Bryson Elementary

703 Bryson Drive
Simpsonville, South Carolina 29681

Grades	K-5 Elementary School	
Enrollment	978 Students	
Principal	Thomas R. Chambers	864-355-3600
Superintendent	Phinnize J. Fisher, Ed.D.	864-241-3456
Board Chair	Charles J. Saylor	864-322-9053

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	44	12	0	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Below Average	N/A
2003	Good	Below Average	No
2004	Good	Unsatisfactory	No
2005	Average	Unsatisfactory	No

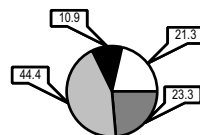
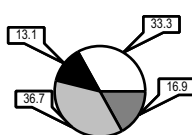
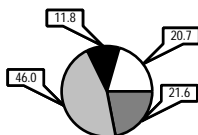
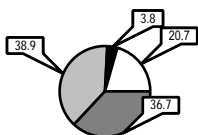
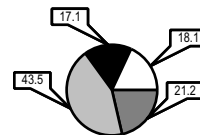
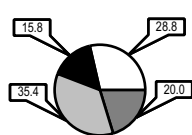
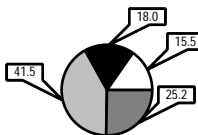
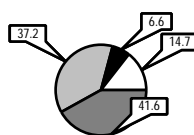
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	492	99.2	20.1	39.1	36.9	3.8	53.2	Yes	Yes
Gender									
Male	265	98.9	26.2	35.0	35.9	3.0	51.9		
Female	227	99.6	13.3	43.8	38.1	4.8	54.8		
Racial/Ethnic Group									
White	338	99.1	15.3	37.7	41.9	5.1	59.1	Yes	Yes
African American	124	100.0	34.6	45.8	19.6	0.0	33.6	Yes	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	22	95.5	26.3	31.6	42.1	0.0	52.6	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	405	99.5	14.4	40.8	40.5	4.3	58.1		
Disabled	87	97.7	50.0	30.6	18.1	1.4	27.8	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	492	99.2	20.1	39.1	36.9	3.8	53.2		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	489	99.2	20.2	39.0	37.0	3.8	53.4		
Socio-Economic Status									
Subsidized meals	178	98.9	33.8	41.9	23.6	0.7	32.4	Yes	Yes
Full-pay meals	314	99.4	13.4	37.8	43.5	5.4	63.5		

Mathematics – State Performance Objective = 36.7%									
All Students	492	99.8	20.5	46.1	21.6	11.8	50.8	Yes	Yes
Gender									
Male	265	100.0	22.6	38.9	24.3	14.2	54.0		
Female	227	99.6	18.1	54.3	18.6	9.0	47.1		
Racial/Ethnic Group									
White	338	99.7	17.2	43.3	25.2	14.3	57.0	Yes	Yes
African American	124	100.0	32.7	49.5	14.0	3.7	32.7	Yes	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	22	100.0	15.0	75.0	5.0	5.0	35.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	405	100.0	14.1	47.7	24.7	13.5	56.8		
Disabled	87	98.9	54.2	37.5	5.6	2.8	19.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	492	99.8	20.5	46.1	21.6	11.8	50.8		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	489	99.8	20.5	46.0	21.7	11.8	50.9		
Socio-Economic Status									
Subsidized meals	178	100.0	38.0	46.0	12.0	4.0	32.0	Yes	Yes
Full-pay meals	314	99.7	11.7	46.2	26.4	15.7	60.2		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	492	100.0	33.3	36.7	16.9	13.1	30.0
Gender							
Male	265	100.0	33.5	32.6	17.6	16.3	33.9
Female	227	100.0	33.2	41.2	16.1	9.5	25.6
Racial/Ethnic Group							
White	338	100.0	24.4	39.0	20.3	16.2	36.5
African American	124	100.0	60.7	24.3	9.3	5.6	15.0
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	22	100.0	40.0	55.0	0.0	5.0	5.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	405	100.0	27.3	39.0	18.6	15.1	33.7
Disabled	87	100.0	64.4	24.7	8.2	2.7	11.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	492	100.0	33.3	36.7	16.9	13.1	30.0
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	489	100.0	33.2	36.7	16.9	13.1	30.1
Socio-Economic Status							
Subsidized meals	178	100.0	56.0	32.0	8.0	4.0	12.0
Full-pay meals	314	100.0	22.0	39.0	21.3	17.7	39.0

Social Studies							
All Students	492	100.0	21.3	44.4	23.3	10.9	34.2
Gender							
Male	265	100.0	22.6	39.7	24.7	13.0	37.7
Female	227	100.0	19.9	49.8	21.8	8.5	30.3
Racial/Ethnic Group							
White	338	100.0	16.8	43.2	27.9	12.1	40.0
African American	124	100.0	34.6	44.9	14.0	6.5	20.6
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	22	100.0	25.0	60.0	5.0	10.0	15.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	405	100.0	15.6	45.9	25.5	13.0	38.5
Disabled	87	100.0	50.7	37.0	12.3	0.0	12.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	492	100.0	21.3	44.4	23.3	10.9	34.2
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	489	100.0	21.2	44.5	23.4	10.9	34.3
Socio-Economic Status							
Subsidized meals	178	100.0	34.0	50.7	14.0	1.3	15.3
Full-pay meals	314	100.0	15.0	41.3	28.0	15.7	43.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	135	100.0	20.5	32.6	40.9	6.1	47.0
	4	164	99.4	21.3	45.8	32.3	0.6	32.9
	5	171	99.4	22.9	54.2	22.3	0.6	22.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	176	98.9	12.6	26.4	52.2	8.8	61.0
	4	146	100.0	26.7	32.8	38.2	2.3	40.5
	5	170	98.8	21.3	58.1	20.6	0.0	20.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	135	99.3	16.8	60.3	21.4	1.5	22.9
	4	164	100.0	17.9	45.5	26.9	9.6	36.5
	5	171	99.4	18.7	47.6	18.7	15.1	33.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	176	99.4	15.6	45.6	26.9	11.9	38.8
	4	146	100.0	27.5	38.9	20.6	13.0	33.6
	5	170	100.0	18.6	53.2	17.3	10.9	28.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	176	100.0	27.3	38.5	19.3	14.9	34.2
	4	146	100.0	32.8	37.4	19.1	10.7	29.8
	5	170	100.0	39.1	34.6	12.8	13.5	26.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	176	100.0	10.6	43.5	31.1	14.9	46.0
	4	146	100.0	20.6	51.9	20.6	6.9	27.5
	5	170	100.0	32.7	39.1	17.9	10.3	28.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 978)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.6%	Down from 3.0%	2.3%	3.0%
Attendance rate	96.4%	Down from 96.8%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.7%	Up from 2.4%	3.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.4%	Down from 1.7%	2.3%	3.2%
Eligible for gifted and talented	12.3%	Down from 13.5%	19.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.8%	Up from 8.4%	7.7%	8.2%
Older than usual for grade	0.8%	Down from 1.1%	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 54)				
Teachers with advanced degrees	44.4%	Down from 46.2%	56.4%	52.6%
Continuing contract teachers	83.3%	Down from 94.2%	83.7%	83.3%
Highly qualified teachers	98.1%	Up from 93.8%	94.3%	93.5%
Teachers with emergency or provisional certificates	2.1%	Up from 2.0%	0.0%	0.0%
Teachers returning from previous year	89.0%	No change	87.8%	87.0%
Teacher attendance rate	96.0%	Up from 95.8%	95.4%	95.0%
Average teacher salary	\$41,264	Up 1.6%	\$43,429	\$41,703
Prof. development days/teacher	6.4 days	Down from 9.0 days	11.8 days	12.8 days
School				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Down from 22.7 to 1	20.3 to 1	18.8 to 1
Prime instructional time	91.3%	Down from 91.7%	90.6%	89.8%
Dollars spent per pupil*	\$4,572	Down 0.2%	\$5,845	\$6,242
Percent of expenditures for teacher salaries*	67.9%	Up from 67.3%	67.3%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	N/R	N/R	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Bryson Elementary embarked upon two new programs that will have a very positive impact on the quality of our instructional program.

First, we have partnered with Carolina First as a part of the "Carolina First Centers for Excellence" (CFCE). CFCE has provided a trainer and monthly inservice programs to train our teachers in the implementation of quality tools for instruction. This program is modeled after the Malcolm Baldrige quality tools that have proven very successful in the business world. The emphasis of the program is utilizing data analysis to guide instruction. Students become adept at using data to self-monitor and chart their own progress. The program is a two year process. We look forward to continuing the training in the upcoming school year and implementing programs that will prepare our students for success in life.

Secondly, we have begun a two year program called "Creating Excellence in Elementary Math" (C.E.E.M.). CEEM is designed to strengthen the math curriculum and eliminate any instructional gaps between various grade levels. This comprehensive review and planning across grade levels will hopefully increase the efficiency, quality, and performance of our teachers and students.

Bryson Elementary continues to develop character and civic responsibility in our students. A school-wide character education program was implemented this year with the assistance of a \$1,500 grant from the Alliance for Quality Education. The Springs retirement center partnered with our school in this endeavor. Each month a group of residents from The Springs would come to our school and interview the class winners in the monthly essay contest on various character traits. Grade level winners were then selected and recognized with special awards.

Our school raised over \$1,900 for relief for the tsunami victims. This activity, along with others such as "Pennies for Patients" and "Operation Christmas Child," was sponsored by our student council. We continue to stress to our students their responsibility to excel outside of the classroom and to reach out to our community and the world to make it a better place.

Thomas Chambers, Principal
Beverly Neal, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	51	158	88
Percent satisfied with learning environment	96.0%	83.1%	82.6%
Percent satisfied with social and physical environment	100.0%	84.8%	85.9%
Percent satisfied with school-home relations	94.1%	85.2%	67.9%

*Only students at the highest elementary school grade level at this school and their parents were included.